DOCUMENT RESUME

ED 435 412 JC 990 578

AUTHOR	Wolverton, Mimi
TITLE	"You've Come a Long Way Baby!" Rio Salado Community College--Arizona's Shining Star.
PUB DATE	1991-12-03
NOTE	24p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Community Colleges; *Educational Facilities; *Educational History; Experimental Curriculum; *Institutional Characteristics; *Institutional Role; Nontraditional Students; Part Time Faculty; School Organization; Two Year Colleges
IDENTIFIERS	Rio Salado Community College AZ

ABSTRACT

This paper is a summary of the history, organization, programs, students and facilities of Rio Salado Community College (RSCC), an institution in the Maricopa Community College District (MCCCD), Arizona. RSCC was founded in 1978 as a college with no central campus designed to cater to adult students. Today, the college is comprised of seven geographically dispersed, relatively autonomous sub-units. Facilities utilized by the college include central administrative offices and a small traditional campus, as well as extensive use of high schools, office spaces, military installations, and other temporary facilities. Nearly all faculty members are part-time, and courses and programs are offered in a variety of settings. RSCC enrolls approximately 40,000 students per year. Ninety-three percent of these students are working adults. Much of the curriculum is centered upon professional training for adults and development of marketable job skills, rather than preparation of students for four-year institutions. This study focuses upon three of the seven administrative units within the college: the Area North, Area East, and the College and Adult Literacy (CALS) unit. For each unit, program offerings, staffing levels and facilities are discussed. Further analysis of RSCC's organization reveals strengths and weaknesses of the "colleges without walls" philosophy upon which the college was founded. Contains 32 references and 2 figures. (RDG)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 435 412

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Wolverton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"YOU'VE COME A LONG WAY BABY!"

RIO SALADO COMMUNITY COLLEGE--ARIZONA'S SHINING STAR

A Case Report
Prepared for
Dr. Richard Richardson Jr.
Organizational Theory
December 3, 1991

by
Mimi Wolverton

JC990578

BEST COPY AVAILABLE

TABLE OF CONTENTS

Introduction.....1

Maricopa County Community College District.....2

Rio Salado Community College.....3

Area North.....5

College and Adult Literacy Services.....7

Area East.....8

Descriptive Analysis

Mintzberg.....10

Morgan.....11

Unresolved Issues.....12

Trend for the Future.....13

Organizational Chart--Rio Salado Community College

Organizational Chart--Dean of Instruction

References and Readings

Questions for Discussion

"YOU'VE COME A LONG WAY BABY!"
RIO SALADO COMMUNITY COLLEGE--ARIZONA'S SHINING STAR

INTRODUCTION

"You've come a long way baby!" might be an apt description of the departure from the traditional community college image that Rio Salado reflects. Historically, the community college emerged as an extension of the high school and served as the transitional institution for students who were underprepared for entry into either the ranks of the working world or higher education. Typified by campuses that resemble a cross between a high school and a college and populated by students just out of high school, their role today remains essentially unchanged.

Rio Salado Community College (RSCC) challenges this stereotype. Designed for the adult learner, Rio takes education to the people. Originally, one of seven "colleges without walls" established across the U.S. in the 1970s, Rio is the only community college that still pursues its original charge (Walter). Although still termed "colleges without campuses," the others over time developed somewhat permanent campuses, hired fairly large contingencies of full-time faculty and turned toward more conventional styles of education. While the student of today is, on average, older than in years past, community colleges spend considerable amounts of effort catering to the needs of newly graduated high school seniors.

In contrast, Rio Salado has no permanent campus, recruits only adult learners, hires few full-time faculty, actively seeks out innovative delivery alternatives and purposefully encourages course development based on current student needs.

Because Rio is a rather loosely coupled conglomeration of fairly autonomous subunits, central administration plays an important coordinating function but has only minimal say in the day-to-day operations of its various parts. Consequently, the bulk of the research done for this project pertains to three of Rio's seven instructional areas. Instructional area selection was based on the assumption that the physical plant of the unit, to some degree, determines its organizational structure. Of the three areas chosen, the Area

BEST COPY AVAILABLE

East facility most closely resembles a traditional community college campus. Area North is housed in the Paradise Valley Mall, and CALS has only a small administrative office, which is located at Rio Main.

Interviews with the associate dean of each area--Jesus "Sonny" Quinonez of Rio East, Gayle Schou of Rio North and Karen Mills of CALS; Julie Bertch, discipline specialist; and Pam Walter, research coordinator, formed the basis for data collection. The institution's 1986 self-study, the college catalog, the adjunct faculty handbook, various reports, pamphlets and fliers supplemented these interviews. A cursory literature review supplied general background information.

Through the use of such analytical tools as Morgan's metaphors and Mintzberg's configurations, this case report takes an in-depth look at RSCC's organizational structure. A general overview of the Maricopa County Community College District (MCCCD) sets the stage for a more detailed discussion of RSCC and, in particular, of three of its instructional areas. This, in turn, leads to the consideration of issues confronting Rio and ends in the speculation of its future organizational trends as well.

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

In 1962, forty-two year old Phoenix Junior College became the foundation of the Maricopa County Community College District. Today, with its eight colleges and three centers, MCCCD ranks second only to the Los Angeles County district in size and is the largest single provider of higher education in Arizona. MCCCD employs over 800 full-time faculty and 2,600 part-timers. The fall 1991 semester found more than 900,000 students enrolled across the district in credit courses. Estimates of the year-round, unduplicated enrollment for 1991-92 top 175,000 with participation in non-credit, special interest courses at 25,000. Currently, students pursuing associate degrees or transfer credit can choose from over 5,950 credit course offerings. Each year, the district awards 5,000 degrees and certificates. More than 11,400 present undergraduates at ASU are prior MCCCD students. "Swirling students" who move back and forth between MCCCD schools and four-year institutions are a recent phenomenon.

BEST COPY AVAILABLE

On the average, 50% of the district's students hold full-time jobs; 80% attend school part time (the national average is 64%). One-third of the county's high school graduates go directly to Maricopa colleges; however, district-wide, enrollee age averages 30 years. All in all, MCCCD takes pride in being a major community resource for life-long learning (Information Update, 1991).

RIO SALADO COMMUNITY COLLEGE

Under Chancellor, Dr. Paul Elsner, MCCCD gave birth in 1978 to RSCC. From its inception, Rio was never meant to be a place but a system. To create Rio, the five existing district colleges relinquished responsibility for 240 courses that were being offered off-campus using part-time staff. By employing this cost-effective approach to expansion, the district avoided $60 million in construction costs but raised the ire of both the schools that previously housed these programs and the faculty that had not been involved in making a decision that directly affected them. To this day, hard feelings still exist especially among those colleges that were most vocal in 1978--Glendale, Phoenix and Scottsdale. While no longer functioning in an "eat or be eaten" mode, Rio continues to defend itself against accusations of course content dilution. For instance, Rio must document (at the request of one of the other colleges, not the district office) the minutes of instruction time in classes that meet on weekends.

By establishing Rio, the district hoped to increase its course offerings and to test the feasibility of establishing a permanent South Phoenix campus. Although Rio's mission continues to evolve and change, its primary focus remains the same. Rio responds to the needs of the community by taking the college to the unserved and the underserved and aggressively challenges the limitations of tradition. As the educational change agent of the district, Rio creates and tests innovative instructional programs and unique delivery systems at over 250 locations (1988 figure) throughout Maricopa County.

In order to realize its diverse goals, Rio adopted a rather flat organizational structure. Three primary subunits--instruction, administrative services and KJZZ, a public radio station--report to President, Linda Thor. (Note: Because the radio station serves an auxiliary role in facilitating

BEST COPY AVAILABLE

Rio's primary mission, it is only incidently referred to in the subsequent discussion. Likewise, since much of what typically falls under administrative services is either contracted out or not fully developed, this area will receive no further attention.)

Seven area associate deans, nine discipline specialists, the associate dean of the Elderhostel program, the director of the Leadership Institute and the research specialist report to the Dean of Instruction. All associate deans, directors and discipline specialists serve on various curriculum and coordinating committees.

The seven areas include three geographically defined segments--East, West and North, and four program-specific units--Business, College and Adult Literacy (CALS), Instructional Technology and Design and Counseling. East, West and North offer a diverse combination of vocationally oriented and college credit courses. CALS' curriculum runs the gamut from basic literacy skills to college credit. Instructional Technology houses all the alternative delivery courses and apprenticeship programs. The Business Center caters to small businesses (in conjunction with the federal government's Small Business Administration) and offers college credit courses. Two certificate programs, one in chemical dependency, the other in mental health, fall under the auspices of the Counseling Center.

Rio develops its class schedule to meet the demands of its public by offering traditional 16-week courses; Fast Track--8 week sessions; Weekend College which meets on Friday, Saturday and Sunday; self-paced, open-entry, open-exit instruction; and on-site, shift-sensitive classes, which meet at literally any time of the day. For example, two A.M. classes are not uncommon in programs that are located at factory sites. In addition, Rio strives to meet the student where he/she is whether at work or in shopping malls, churches or public schools. Rio also has seven computer labs located throughout the county. Alternative delivery options allow home-bound students to participate via teleconferencing, video, television, interactive computer and radio--KJZZ, Sun Dial, Sun Sounds (a program for blind students).

The nine full-time faculty serve as discipline specialists and provide the "Rio" glue. Each year they coordinate course work, scrutinize and approve course content (ensuring consistency across the system) and supervise and

BEST COPY AVAILABLE

support (with the help of part-time mentors) 575-650 part-time faculty. Full-time faculty members teach one class per semester as well. All instructors use activated-learning techniques which promote adult learning through practical, hands-on activities rather than theory-laden, class-bound lectures (Adjunct Faculty Handbook, 1991). Adjunct faculty hold masters or doctoral degrees and are certified to teach in community colleges. Rio selects them on the basis of expertise and looks for teachers who are excited about teaching. The vast majority are employed full time somewhere else and are hired by Rio on a per semester basis. By using such short term contracts and periodic classroom observation and evaluation, Rio feels that it can ensure quality in the classroom. To build faculty comradery, Rio hosts two system-wide, all-day conferences per year; publishes an adjunct faculty handbook; and maintains and encourages regular contact through an electronic mail service, a monthly newsletter and an adjunct mentorship program.

Ninety-three percent of Rio's students are working adults who are building their career skills; 55% are first-time college students; 60% graduated from high school at least 10 years ago; 22% never finished high school (Adjunct Faculty Handbook, 1991). The average student is female, between the ages of 26 and 36 and is married. She squeezes one course into her busy schedule where daily life means juggling family and job. Convenience reigns supreme with these students. Rio rises to this challenge by providing telephone registration, on-site tutoring and counseling, book purchase by mail and library service that includes user rights at all MCCCD libraries, public libraries and ASU's library. The college typically serves over 40,000 students per year. This translates into about 5,000 FTE units. Over half of its students are new each semester.

This year President Thor introduced Total Quality Management (TQM) to Rio. Presently, one-third of the full-time employees make up seven improvement and study teams. One hundred percent involvement is the goal. Those involved describe TQM as a process of constant renewal that fosters a positive environment where employees are free to innovate by questioning ideas and processes. To them, TQM complements the Rio "style...which has been to challenge assumptions, eliminate barriers and create new pathways for education--instead of asking 'why?'...We continue to say 'Why not!'" (Charles Green, former president). Rio's vision for the year 2000 seems a logical extension--"to be the college of choice because it guarantees academic success

BEST COPY AVAILABLE

through teaching excellence and the fostering of independent learning skills while accommodating the lives of busy adults" (Catalog, 1991).

AREA NORTH

Dr. Gayle Schou breezes into the room in a swirl of color surrounded by an air of busyness. Hard driving and zealously enthusiastic, Associate Dean Schou is Rio North's number one advocate. She oversees 425 FTE adult learners, 104 part-time faculty and eleven sites, pays the bills, makes up the budget, changes the light bulbs and in fact does whatever it takes to keep North running. She and her staff work six to seven days a week logging 60 to 70 hours on average. As Charlcey Brabec, Schou's administrative assistant, puts it, "You either buy into the Rio way or you're gone. Everyone here senses the mission."

Schou selects adjunct faculty who are flexible, want to teach and are willing to work at odd times and at unusual places. She hires those who are capable of either initiating an innovative program or of breathing new life into an old one. "Part-time faculty have to be good and dedicated, if they don't met the necessary criteria, they're not hired back." (Schou) Both she and Brabec observe their teachers in the classroom and make regular site visits to ensure student-administration contact. Rio North boosts the highest percentage of long-time adjunct faculty members.

Tailor-made programming varies across the sites from traditional, degree-granting course work at Paradise Valley Mall and Camelback High School to vocational training at Chaparral High School. Tower Plaza's Institute for Culture and Language Learning specializes in foreign languages--French at the original request of Honeywell, conversational Spanish, Japanese, German, Italian and in the near future Korean. Its Sun Ridge Center at Sun City West offers all non-degree classes that range from computer literacy at an on-site lab to golf, dancing and microwave cooking. Paradise Valley Mall, Rio's first mall site (1982) and the predecessor to Paradise Valley Community College, houses another of Rio's computer labs. The Mall offers a viable alternative for PVCC to students who work at the mall or who find the traditional 16-week course structure or course scheduling inconvenient. "Still others just wouldn't be comfortable in a traditional college setting." All of North's

BEST COPY AVAILABLE

programs draw what Brabec terms "her drop-in students." Many of these people are already "degreed" and are in the classroom to either gain a marketable skill or for pure enjoyment and self improvement.

Schou sees Rio's organizational structure as both its greatest strength and its most severe weakness. On the one hand, it attracts quality people, encourages experimentation and facilitates quick and easy response to community needs. On the other, the lack of a permanent campus fosters a watered-down sense of overall identity and makes consistency across the system more difficult to maintain. She feels the newly implemented TQM program and its process-ownership mentality may help minimize Rio's shortcomings.

COLLEGE AND ADULT LITERACY SERVICES

When asked to draw an organizational chart for College and Adult Literacy Services (CALS), Karen Mills, its associate dean, produces a bulls eye. At the heart of the target lie the students surrounded by concentric rings of teachers, master teachers and finally Mills and her support staff at the outer edge. "I'm a facilitator; I find the resources to help others do their jobs; and then I let them do what needs to be done." Mills selects her Rio Main based personnel, fills the full-time positions at the five high school sites that she oversees and at all industry-partnership locations; but the site managers hire their own teachers. Flex-time aids faculty and staff in covering non-traditional work requirements.

CALS envisions itself as a change agent that serves as a catalyst for further education--a transition between various educational levels. "We not only work with students but with their families by creating a value for education that is passed on to the children." (Mills) CALS' unique structure encourages students to move from ESL (English as a Second Language) to ABE (Adult Basic Education) and Work Force Literacy (5th to 8th grade equivalency) to GED (9th grade level) and on into college preparatory credit and college credit course work.

A $900,000 grant from the Department of Education which provides funding for the ESL, ABE and GED programs allows them to be offered free of charge at 80 sites. Classes are open-entrance/open-exit. Eleven thousand students

BEST COPY AVAILABLE

participate in the ABE program each year. Faculty members hold either standard teaching or training environment certificates.

Currently, fourteen employers, including Motorola, the Arizona Department of Transportation (ADOT) and the City of Phoenix, at multiple sites, participate in the Work Force Literacy program. Here, the employer provides the on-site classroom and employee on-shift release time for attendance and pays the tuition. Instructors design these classes with an eye toward transition from high school equivalency to college level course work. Three credit-hour classes, which are offered in eight week segments, entail 24 weeks of work (instead of the traditional 16). Students and teachers move through the sequence together in an effort to create a stable atmosphere that is marred by few changes. Success becomes the motivating factor for both the student and the teacher alike. This year CALS has assessed 3,000 workers, currently offers classes for 900 and is in the process of assessing 1,300 more.

Sixty-three credentialed part-time faculty man the high school-based, college-credit, 8 to 16 week-long, evening courses. For the most part, this option appeals to students who are older than those attracted to conventional community college campuses. (Note: high school juniors and seniors at these schools can concurrently take college credit courses.) Mills sees both this program area and the industry-specific program as virtually untapped markets for Rio and for CALS, in particular. As such, she takes her message out to the public at least twice a month. As a TQM team leader, Mills endorses Rio's continued push toward quality and excellence and its determination to build upon its underlying strength--Rio's people.

AREA EAST

Rio East's semi-permanent campus represents a pilot test that proved positive. The far East Valley shows enough demand and support for a community college of its own. Consequently, Area East will ultimately relinquish control over programs now based at its temporary facilities to the district's ninth college. So, what about life after the east campus? Jesus "Sonny" Quinonez, East's associate dean, responds, "I like change. Relocation causes enthusiasm. We still have the temporary buildings at our disposal; and we run

BEST COPY AVAILABLE

programs in nine high schools, at Mesa Community College (MCC) and Williams Air Force Base, and in conjunction with the East Valley Institute of Technology. Our high school programs are traditional degree and transfer programs; activated learning is our specialty at MCC; and we're in the process of exploring new programmatic relationships with vocational schools and universities. I call these our two-plus-two-plus-twos."

Quinonez suggests that two unserved publics, mid-range restaurant owners and child-care providers, give East a great opportunity to be creative. He claims that no formal training ground exists for potential employees in either sector. To exploit this deficiency, while at the same time moving Area East in a new direction, Quinonez is putting together a program to train and educate chefs and managers of moderately priced restaurants. Students will spend the last two years of high school at the East Valley Institute of Technology, then move to Rio East for two years of complimentary classroom work and finally to a four-year institute to finish a baccalaureate degree in business management or a related field. His dream sees some students progressing even further through MBA programs. To date, University of Phoenix is enthusiastic about Quinonez' two-plus-two-plus-twos; neither ASU or NAU seem interested. Undeterred, he is sure he can bring his idea to fruition, and as soon as he has, says he'll start working on the child-care provider project.

Degree-oriented transfer classes provide Rio East with 70% of its students. To insure quality instruction, Quinonez hand picks all of his 109 part-time faculty from the ranks of high school teachers and ASU teaching assistants, sends them all through staff development training and carefully tracks their performance by paying attention to student evaluations. He also employees four staff members who solicit extra written information concerning teacher and classroom effectiveness.

Quinonez typically works a 60-hour week but insists that his staff and faculty work only the number of hours that they are paid for (all but one comply). He inspires in his faculty and staff Rio's "If it's doable, we'll look at it" attitude. For instance, ASU students expressed interest in a computer-aided calculus course, so East faculty designed the appropriate software and now offer classes at Tempe High School.

BEST COPY AVAILABLE

To Quinonez quality is paramount. He enthusiastically embraces TQM as a way to discover areas of opportunity, to prioritize, and to gain feedback.

DESCRIPTIVE ANALYSIS

MINTZBERG

Mintzberg describes six structural configurations--simple, machine bureaucracy, professional bureaucracy, divisionalized, adhocracy and missionary. While Rio Salado Community College does not exclusively epitomize any one form, it comes closest to exemplifying the missionary. The missionary is typically neither very old or very young. It is an organization where the standardization of norms ("the Rio way") is the key coordinating mechanism. Ideology assumes prime organizational and control roles in this highly decentralized grouping of small market-oriented subunits or enclaves (Mintzberg, 1988). Employees are encouraged to pull together and to cover all the bases. Once a set of common beliefs exists, considerable freedom to make decisions follows. Of the three areas studied, Area North clearly emulates the missionary model. Leadership and staff, alike, execute their tasks with the fervor born of a zealot; "they do whatever it takes to get the job done."

Where Rio falls short of measuring up to missionary standards, it slips comfortably into the professional bureaucracy configuration. For instance, in conjunction with a common ideology, Rio also requires the typical professional standardization of the skills of its employees at both the administrative and classroom levels. While all three areas exhibit attributes typically associated with professional bureaucracies, Area East and its leader, Sonny Quinonez in particular, foster the strongest bureaucratic tendencies. Quinonez exercises a greater degree of control over his operation than do his counterparts and leans toward strategic and action planning. Professional bureaucracies function best in complex environments that are relatively stable. Rio's environment is, indeed, complex and, while currently it could be classified as dynamic, in the past the economy and populace both demonstrated consistent levels of growth.

The fact that all administrative faculty serve on curriculum and coordinating committees allows Rio the flexibility to take on the adhocracy configuration when its environment becomes erratic and unpredictable. Here, as in the professional bureaucracy, administrators cross functional lines as

BEST COPY AVAILABLE

liaisons and become facilitators to teams whose work testifies to Rio's resilience. Of the three areas, CALS seems most closely related to the adhocracy. For example, one of CALS major industry partners, America West, over night became a nonparticipant. CALS responded by diversifying into other industry-CALS partnerships. Rio's innovation and flexibility constitute adhocracy mainstays.

MORGAN

Where Mintzberg devises configurations to describe organizational structure, Morgan applies metaphors. His eight metaphors--machine, organism, brain, culture, flux and transformation, political, psychic prison and domination--can all, to varying degrees, be applied to Rio Salado. Take for instance, Rio's overall hiring policies. Power struggles might arise between full-time employees and adjunct faculty due to the position of domination assumed by full-time faculty. In the same way, the political metaphor describes Rio's relationship with other MCCCD schools. By the same token, Area North's overly zealous drive to fulfill Rio's mission may represent a psychic prison that will lead to rapid burn out among North's administrative people. Similarly, Rio East's organization and systems of control suggest some slight machine overtones.

However, to use these metaphors, machine, political, psychic prison and domination, as the principle tools for analyzing Rio Salado's organizational structure would be misleading. Far more appropriate are Morgan's organism, brain, culture and flux and transformation analogies.

If we consider the environment in which it exists, Rio can best be described as an organism. Rio has sought out and established a niche for itself in a highly competitive market place where few barriers protect it from rival forces. Its adult education domain is under continuous attack from other community colleges, universities and proprietary schools. Creativity in programming and programming implementation are critical. Building manageable relationships with various participants in the external environment is essential. CALS is particularly dependent on its relationships with its environment. Cooperative efforts with local industries such as Motorola and governmental agencies such as ADOT and the City of Phoenix demand that CALS be sensitive to the needs and the interactions of those around it.

BEST COPY AVAILABLE

When viewed as a brain, RSCC takes on some interesting dimensions. While Rio made a conscious choice to compartmentalize into seven primary units, each unit incorporates the recurring theme of "taking education to the unserved and the underserved through innovation and creativity." Units autonomously organize themselves and learn by doing. Area East's systematic approach to developing its two-plus-two-plus-twos for restaurant and child-care employees suggest a conscious decision to plan for the future and a desire to meet the overall Rio mission by providing specialized education to a unique group of students.

Cohesiveness, a common set of beliefs and a spirited enthusiasm define Rio's culture. This metaphor examines the glue that holds a loosely coupled organization such as Rio together. The "Rio Way", the "If it's doable, we'll give it a try" attitude, the "Why not!" challenge to the world around it, blend together to create an informal framework that emphasizes hard work, leadership, enthusiasm and innovation. Area North's "Buy in or bye out" attitude places it squarely within the culture metaphor.

Rio maintains its stability by acknowledging that it is in a constant state of change. Its interactions with the environment form circular patterns of positive and negative feedback. Through trial and error, RSCC creates and renews itself. It shares a mutual causality with the environment. Examples of this flux and transformation metaphor abound not only in Rio as a whole but in each of the three areas studied. Rio's across-the-board willingness to seek out new, unserved geographic locations and unique programming opportunities suggest flux and transformation. Specifically, North's newest addition, the Culture and Language Institute at the Tower Plaza, CALS pursuit of new industry partnerships and East's view that losing one of its main sites is an opportunity rather than a calamity, all point to an organization in the grips of flux and transformation.

UNRESOLVED ISSUES

When analyzing RSCC, certain unresolved issues become apparent. For one, Rio lacks the concrete sense of identity that a permanent campus might provide. This weakness requires that high levels of energy be spent on creating and communicating a common set of values and beliefs. Can such

BEST COPY AVAILABLE

psychological expenditures continue indefinitely? Second, Rio runs lean and mean. Can so few full time faculty and staff members continue to provide the current levels of quality and dedication? Third, Rio sees continued site dispersion as a viable way of reaching its "unserved and underserved" population. With such expansion, can the present levels of coordination and control be maintained without movement toward a more bureaucratic structure?

Fourth, Rio prides itself on being able to hire virtually all its faculty from the ranks of fully employed professionals who happen to enjoy teaching. Is this source of top adjunct faculty truly inexhaustible or will Rio be forced to increase its full-time teaching positions? Fifth, innovation and opportunism push Rio into new and uncharted territories sometimes testing the patience of other Maricopa colleges, which see Rio crossing the boundaries of traditional community college respectability. Is Rio destined to always be looked upon by its sister colleges as the black sheep of the family? Sixth, even though Rio insists that TQM will be executed across the entire Rio system, its largest employee contingency has not been involved in the process. Can Rio successfully implement TQM without involving adjunct faculty?

Questions without answers? Possibly. Will Rio acquiesce to the demands placed upon it or defy the odds and meet the challenges ahead? Perhaps a little of both.

TRENDS FOR THE FUTURE

Rio may experience a move toward administrative centralization especially in the area of student services. Records, registration and scholarship distribution have already been consolidated to reduce redundancy and increase consistency. Some thought is being given to a total restructuring based on programs and degrees, similar to the CALS model, rather than geographic areas. A sagging economy and a conservative, anti-education public may mean greater demands for accountability and post-secondary student tracking. The inevitable result of such changes will be a decrease in spontaneity, innovation and creativity.

Rio's dreams for the future, however, paint a different picture. To demands for accountability, they say fine but on our terms. Rio's

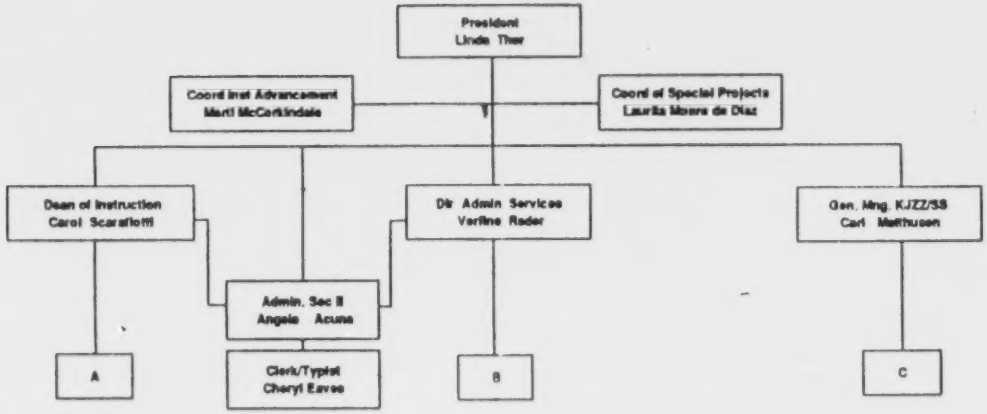
BEST COPY AVAILABLE

implementation of Total Quality Management represents a proactive stance that few schools have taken. Through TQM, Rio can tailor-make an accountability system that promotes rather than restricts ingenuity and resourcefulness. Rio sees itself expanding into new geographic areas, building more partnerships with industry, exploring the use of storefront sites, adding a classical radio station (and perhaps a television station too) and developing new programs (i.e. two-plus-two-plus-twos) that meet the needs of its present constituency and attract new student populations.

In the end, Rio's life-long guiding perspective may be the only one it needs. To Rio--"The student will always come first...and like its namesake the Salt River, Rio Salado Community College (will) continue to splash over traditional boundaries, flow over obstacles and carve new paths to bring a precious gift...education...to the people." (The Rio Report, 1988)

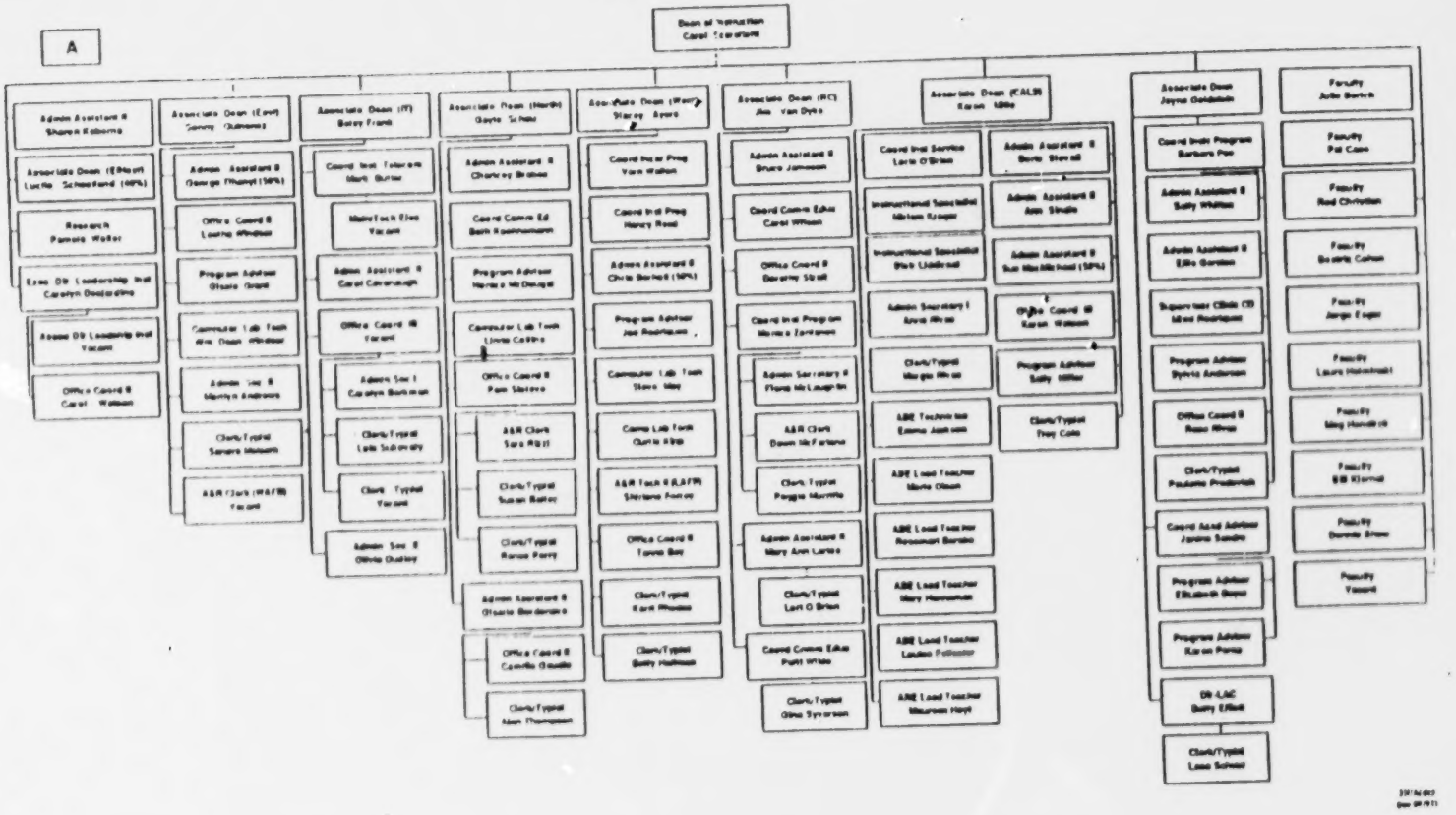
BEST COPY AVAILABLE

RIO SALADO COMMUNITY COLLEGE
ORGANIZATION CHART
1991



BEST COPY AVAILABLE

RIO SALADO COMMUNITY COLLEGE



BEST COPY AVAILABLE

REFERENCES AND READINGS

Adjunct Faculty Handbook, Rio Salado Community College, 1991.

Bertch, Julie, Ph.D. Discipline Specialist. Interview, September 26, 1991, Rio Main.

Catalog 1991-92, Rio Salado Community College, 1991.

Corcoran, George. "The President was a Committee," missing information p.89-100.

Course Schedule, Rio Salado Community College, Fall 1991.

Cross, K. Patricia. "Community Colleges on the Plateau." Journal of Higher Education, vol.52 no.2, (1981), p.113-123.

Cross, K. Patricia. "Changing Student Populations and Community Colleges."The Education Digest, (March, 1984), p.57-60.

Cross, K. Patricia and Elizabeth Fideler. "Community College Missions." Journal of Higher Education, vol.60 no.2, (March/April 1987), p.209-216.

Doucette, Donald, Richard Richardson, Jr.and Robert Fenske. "Defining Institutional Missions." Journal of Higher Education, vol.56 no.2, (March/April 1985), p.189-205.

Elsner, Paul A. "The Maricopa Colleges: Jewels in the Arizona Desert." Community, Technical, and Junior College Journal, vol.57, (June/July 1987), p.64.

Gissendaner, Art. "Community College is Approved for South Phoenix." Arizona Republic, March 15, 1978.

Gissendaner, Art. "Rio Salado Barbs Show District's Ills, Faculty Leaders Say." Arizona Republic, December 18, 1978, p.B-1.

"Information Update." Maricopa Community Colleges, 1991.

Jaschik, Scott. "Community College in Arizona Strives to Help its Region's Economy." The Chronicle of Higher Education, (April 2, 1986), p.15.

Mills, Karen, Associate Dean, CALS. Interview, October 29, 1991, Rio Main.

Morgan, Garth. Images of Organization, Sage Publications, Inc. Newbury Park, California, 1986.

Quinn, James, Henry Mintzberg and Robert James. The Strategic Process, Prentice Hall, Englewood Cliffs, New Jersey, 1988.

Quinonez, Jesus, Associate Dean Area East. Interview, October 29, 1991, Rio Main.

Richardson, Richard, Jr. "Improving Effectiveness Through Strategic Planning." Community College Review, vol.15 no.4, (Spring 1988), p.28-34.

BEST COPY AVAILABLE

Richardson, Richard, Jr. and Howard Simmons. "Is it Time for a New Look at Academic Organization in Community Colleges?" Community College Review, vol.17 no.1, (Summer 1989), p.34-39.

Rio News, Rio Salado Community College, vol.4 no.3, October 1991.

Rio Salado Community College Self-Study Report, 1986.

Ruffin, Santee, Jr. "School-Business Partnerships." The Education Digest, (March 1984), p.57-60.

Schou, Gayle, Ed.D. Associate Dean Area North. Interview, October 22, 1991, Paradise Valley Mall.

Schrof, Joanne. "Community Colleges." in America's Best Colleges, U.S. News and World Report, (October 1991), p.40-42.

Smith, Peter. "College Without a Campus." New Directions for Community Colleges, no.13, (Spring 1976), p.69-76.

Strategic Plan, 1989-1994, Rio Salado Community College, 1988.

The Rio Report, Rio Salado Community College, 1988.

Vision Statement, Rio Salado Community College, 1991.

Walker, Jim. "Board Approves College for South Phoenix Area." Phoenix Gazette, March 15, 1978.

Walker, Jim. "College Official Denies Charges of Fund Grab." Phoenix Gazette, April 7, 1978.

Walter, Pam, Research Director. Interview, October 29, 1991, Rio Main.

BEST COPY AVAILABLE

QUESTIONS FOR DISCUSSION

1. Does the physical structure of an organization determine the organizational structure or does the leader determine the structure?

2. Does the leader determine the physical structure or does the structure determine what type of leader you have?

3. Does Rio have conflicting goals? Can a community college send students straight to a specific job and at the same time boost the number of students headed for 4 year colleges?

4. Why don't more "colleges without walls" exist?

5. Why are so many of the top administrative positions and support positions filled by women?